

# Traditional Activities

Jenny Grosh, [JGrosh@mury.k12.ut.us](mailto:JGrosh@mury.k12.ut.us)  
Murray PE Specialist

## Straddleball

Objectives: General and hand-eye coordination, striking, cooperative behavior

Equipment: One 6 or 7" foam ball/4 students, 4 cones

### Organization

- Make groups of 8, make a circle, members touching outsides of feet, legs wide to simulate a "goal."
- Allow students to choose their level of play (e.g. competitive, casual, nice and easy).

### Teaching Cues:

- The name so this game is "Straddleball!"
- The object of the game is to score a goal by striking a ball through the legs of others around the circle
- To begin
  - Create a "goal" by spreading your legs wide.
  - Touch the sides of the feet with the person next to you. Bend your knees and get low.
  - Palms of hands facing in towards the middle of the circle, fingers close to the ground.
  - Send the ball through anyone's "goal" by striking it with an open palm and stiff wrist.
  - Keep the ball low and on the floor/ground.
  - You can protect your "goal" with your hands only.
  - If the ball goes outside of your circle, the person who touched it last gets it. Rejoin the group and begin again.

## Hearty Hoopla (or Fat Snatchers)

Objectives: Running, grasping, cooperative behavior

Equipment: 4 cones for boundaries, 4 hoops, 20 bean bags or small balls, music, whistle

### Organization

- Arrange four hoops in the corners of a 20 yd. By 20 yd. Area.
- Place 5 bean bags in each hoop.
- Divide class into 4 groups, one behind each hoop.
- A player can take only one bean bag at a time.
- The team with the most bean bags is the winner.
- Play short games.

- Start with students walking if they did not previously warm-up.
- As fitness improves, increase distance between hoops.
- Science Integration: Play “Fat Snatchers.” Place heavy (fat) objects (e.g. bean bags) in the hoops with light (lean) ones (e.g. fluff balls). Students try to carry “heavy/fat” to other hoops, while collecting “light/lean” for theirs.

#### Teaching Cues

- The object is to collect bean bags from other hoops and return them to your home base.
- Pick one bean bag at a time.
- Place (no throwing or tossing) it in your own hoop.
- You cannot defend your hoop.
- Avoid running into others.
- Freeze on the signal and count the beanbags in your hoop.

## I See, I See

Objectives: Prepare students for more rigorous activity

Equipment: 4 cones

#### Organization

- Individuals scattered within play area.
- Answer question with task for the class to perform
- Variation: Encourage students to create possible prompts.
- Language Arts Integration: Read Brown Bear, Brown Bear, What Do You See?. By Bill Martin.

#### Teaching Cues

- The name of our SPARK Starter is “I See, I See.”
- I will say “I See, I See.” Everyone ask, “What Do You See?”
- I will tell you what I see, then you make it happen!
- Possible responses:
  - Wonderful children walking fast with big smiles on their faces.
  - Deer skipping happily through the forest.
  - Rabbits jumping over fallen trees.
  - Fairies leaping slowly through the air.
  - Butterflies flying gracefully from flower to flower.
  - Kangaroos springing about in the outback.
  - Autumn leaves falling to the ground.
  - Bears lumbering through the forest.
  - Crabs moving sideways at the beach. Show how well you “Crab Walk.”

## Cookie Monster

Objectives: Prepare students for more rigorous activity

Equipment: 4 cones

### Organization

- Individuals on a line facing another line 20 to 40 paces away.
- Cookie Monster cannot respond “No” more than 2 consecutive times.
- Play until all are tagged except one. Last 1 tagged becomes next Cookie Monster.
- Repeat using different locomotor skills (e.g., skip, gallop, etc.).
- Language Arts Integration: Read There’s Something In My Attic by Mercer Mayer and If You Give A Mouse A Cookie by Laura Joffe Numeroff.

### Teaching Cues

- Our Spark Starter today is called “Cookie Monster!”
- To begin, all are “Cookies” except the person in center of play area who is the “Cookie Monster.”
- The Cookie Monster will try to tag as many “Cookies” as s/he can as you try to safely walk across our “sea of milk...”
- When Cookies yes “Cookie Monster, Cookie Monster, are you hungry?”
- Cookie Monster says, “Yes, I’m hungry,” or “No, I’m not hungry.”
- If response is “No, I’m not hungry,” cookies need to ask again.
- When the Cookie Monster says, “Yes, I’m hungry!” all cookies try to get to the other side without being tagged (or eaten!)
- Tagging is done with 2 fingers safely, between shoulders and waist.
- The Cookie Monster must move the same way as the cookies.
- If tagged, you become one of the Cookie Monster’s helpers. I will tell everyone when we are ready to begin again.

## I Want A Home

Objectives: Prepare students for more rigorous activity

Equipment: 1 poly spot/student, 4 cones

### Organization

- Individuals scattered within play area (20x20 paces).
- Hoops may be used in lieu of poly spots, however, use caution on blacktop, gym floor.
- After walking designate different locomotor skills.
- Variation: Can also be played with 2 “home shoppers.”

### Teaching Cues

- Our Spark Starter today is called “I Want A Home!”

- I will call a few at a time to get a poly spot. Place your spot within our play area and stand on it. Spread out safely from others.
- The poly spot is your new “home.”
- I will take “\_\_\_\_\_’s” poly spot away. S/he will be the first “home shopper.”
- When “\_\_\_\_\_” says, “I want a home!” everyone must leave their home and walk to a new one.
- You have to be quick because someone will not have a home to stand on.
- Whoever doesn’t have a home becomes our next “home shopper.”
- Be careful; watch out for others when looking for a new home.

## **Crazy Doctor Tag**

Objectives: Prepare students for more rigorous activity

Equipment: 4 cones, 4 fluffballs

### Organization

- Individuals scattered within play area (20x20 paces)
- Designate 4 players as “taggers.” Give them a fluffball to tag with.
- Demonstrate discuss sage tagging – touching with fluffball, between waist and shoulders.
- Vary locomotor movements.
- Health/Science Integration: Discuss what makes a body healthy (good diet, exercise, plenty of sleep).

### Teaching Cues:

- Our Spark Starter today is called “Crazy Doctor Tag!”
- I will hand out 4 fluffballs to our “Crazy Doctors!” They are our first taggers.
- Let’s start by walking the hallways of our hospital.
- When I say, “Crazy Doctor Tag!” dodge, fake, and move within our “hospital” to avoid being tagged by a Crazy Doctor.
- You can be safe from the Crazy Doctors if you pose like a “muscle person” before you are tagged. Stand up straight and tall and make a muscle pose! You can only hold that pose for 3 seconds, then you must flee!
- If you are tagged, the Crazy Doctor gives you his/her fluffball, and you become a tagger; there are no tag backs.
- If you are healthy and strong you are safe from having the Doctor pay you a visit!
- Physical activity helps us stay healthy!
- Let’s try galloping (skipping, jumping, etc.) this time.

## Clean Your Room

Objectives: General coordination, throwing

Equipment: 1 fluffball/student, 10-12 hoops, 4 cones

### Organization

- Play area (30x30 paces), divided in half by hoops (or use existing lines).
- Divide students into 2 groups (by playing Back-to-Back).
- Give each group half of the fluffballs.
- Never use anything heavier than a fluffball! Injury can result.
- On stop signal, wait 3 seconds for balls to fall, then gather balls to a hoop on each side for counting.
- Repeat, designating type of throw (e.g. left hand, overhand).
- Variation: Throw over a net or rope to play “Clean Your Yard.” (Decreases chance of students throwing at each other.)
- Math Integration: Counting, comparing number of fluffballs in hoops.
- Social Studies Integration: Discuss keeping your environment (room, house, neighborhood, oceans) clean.
- Cool-Down Equipment Return: Lead a brief stretch, cool-down. Students help collect equipment.

### Teaching Cues

- The Great Game we are going to play is called “Clean Your Room!”
- The object of the game is to have the cleanest room! Each side will clean their room by throwing fluffballs over to the other side.
- On Start cue, throw any fluffballs that are on your side over to the other side as fast as you can!
- Only throw 1 ball at a time.
- No kicking balls or throwing at people!
- On stop cues, everyone raises their arms in the air to make an “X.” If you have a fluffball in your hand drop it to the ground.
- We will count how many fluffballs are on your side.
- The side with the fewest fluffballs has the cleanest room!
- Can you throw with your other hand too?
- For Advanced Learners: Play “Family Style” by dividing students into 4 groups and play area into 4 sections.
- Cool-Down Equipment Return: Let’s do a cool-down, then we’ll put your equipment away.

## Houdini Hoops

Objectives: Large object manipulation, balance, agility, cooperation

Equipment: One hoop/2 students, 4 cones

### Organization

- Groups of 6 in small circles. Give each group one hoop.
- Explain and demonstrate.
- Instruct students to change directions on cue.
- Math Integration: Instruct a lesson on keeping time, teach clockwise and counterclockwise.
- Cool-Down Equipment Return: Lead a brief stretch, cool-down. Students help collect equipment.

### Teaching Cues

- The Great Game we are going to play is called “Houdini Hoops!”
- “Mingle-Mingle” 3’s! How quickly can you find another threesome and make a group of 6?
- Form a circle and join hands.
- The object of the game is to see how quickly you can move a hoop around your circle while not letting go of your hands.
- When your group is ready, you will get a hoop. Place the hoop over one student’s wrist so it dangles like a bracelet.
- On start cue, move the hoop around your circle (right or left) by stepping and ducking through it.
- Don’t let go of your hands!
- Bend, twist, turn! Talk to each other and work together!
- Challenges
  - How quickly can your group pass your hoop around your circle two times?
  - How many times can your group move the hoop around the circle in one minute?
- After Trails
  - I will combine 2 groups. Your new group will have 2 (or 3) hoops to move around your circle.
  - Do you think we can make one big circle with the entire class and pass many hoops?
- Cool-Down Equipment Return: Let’s do a cool-down, then we’ll put your equipment away.

## Workout Tag

Objectives: Cardiovascular endurance, agility, locomotor skills, dodging, feinting

Equipment: 1 fluffball/6students, 4 cones

### Organization

- Individuals scattered within play area (30x30 paces).
- Players may avoid being tagged by “working out” with another student for 3 counts.
- Explain/demonstrate game.
- Switch taggers every minute or two (they will be tired).
- Variations: Change locomotor skill, allow students to choose exercise (push-ups, sit-ups, etc.).
- Cool-Down Equipment Return: Lead a brief stretch, cool-down. Students help collect equipment.

### Teaching Cues

- The Great Game we are going to play is called “Workout Tag!”
- The object of the game is to avoid being tagged by dodging or working out with someone.
- I will choose 3 people to be “taggers.” On the start cue, everybody walk quickly. Taggers try to safely tag others with fluffballs.
- To avoid being tagged, ask someone, “Will you workout with me?” Do 3 jumping jacks together, then walk quickly again.
- If tagged before exercising, take the fluffball; you are not “It.”
- No guarding people while they exercise; you must be at least 3 paces away.
- On stop cue, everyone may rest while we change taggers.
- After Trials: How else can you move? What other exercises can you do?
- Cool-Down Equipment Return: Let’s do a cool-down, then we’ll put your equipment away.

## The Collector

Objectives: object manipulation, fine/gross motor development, balance

Equipment: All available bean bags, 1 hoop/3 students, 4 cones

### Organization

- Groups of 3 standing behind own hoop. Hoops spread out in a line; bean bags scattered in play area (20x20 paces).
- Math Integration
  - Assign different point values to different color bags (e.g. red=2, blue=3, green=4). Add scores.
  - Scatter objects (e.g. fluff balls, foam ball, etc.) and assign different point values

### Teaching Cues

- “Mingle-Mingle” 3’s! Stand in a line behind the hoop I send you to.
- The object of the game is to collect as many bean bags as you can for your group.
- On start cue, the first person in line will power walk, (skip, gallop, run) and pick up one bean bag. Return and place it in your hoop, tag next person in line, then go to the end of your line.
- Continue collecting bean bags until all are picked up.
- How quickly can your group collect all the bean bags?

## Roadway

Objectives: Communication skills, give and receive trust

Equipment: 4 cones, music box or whistle

### Organization

- Pairs on and endline.
- Each pair establishes a “front” and a “back” partner. Front partner (“car”) places their hands at their sides and closes their eyes. Back partner (“driver”) who places hands on partner’s shoulders.
- On Go! Pairs walk to a designated stopping point. Once they reach it, partners change roles and walk back.
- After students guide each other in a straight line, play within a square and allow them to move in any directions the driver chooses.
- If proficient, play using other basic locomotor movements (e.g. skip, slow jog, gallop).
- Variation: Play using hoops: Front partner holds hoop around waist, driver pulls left or right.

### Teaching Cues

- The object of our games today is to give and receive trust.
- One of you is the “car” and the other the “driver.”
- Drivers, stand behind your car and place your hands on the car’s shoulders.
- Cars, place your hands at your sides and close your eyes. On “Go!” drivers will guide their car safely by walking to the other endline. On arrival, switch roles and return.
- Drivers, your car is trusting you to be a responsible friend. Get them through the traffic jam without a scratch!
- You did a great job working together to move in a straight line and avoid collisions. There was a lot of trusting going on! Now, when the music starts (or Go!) drivers may steer their cars any direction they wish within our square. When the music stops, switch roles.
- Keep your (headlights) eyes closed!



## Heart Alert (or 911)

Objectives: Locomotor skills, exercise physiology knowledge, cardiovascular endurance

Equipment: 4 cones for boundaries, 3 scarves or pinnies to designate “It,” music or whistle

### Organization

- Scattered within boundaries, 20 by 20 yards.
- Briefly identify cardiovascular risk factors.
- Designate 3 players to be “It” and have them put on pinnies.
- When tagged, players jog in place with hands on their heart, saying “9111!” to signal others to come and save them.
- They are saved when another player exercises with them, (e.g. performs three situps/jumping jacks, etc. with them).
- After two minutes, change “Its.”
- The idea is that physical inactivity is a risk factor for heart disease and exercise helps prevent a heart attack.
- Note: Name each tagger after a “risk factor.” One can be a cigarette and hold a baton in her/his hand; another can be a couch potato and carry a potato, etc.

### Teaching Cues

- 5 risk factors are associated with heart disease. They are:
  - Physical inactivity
  - Smoking
  - Poor Nutrition
  - Stress
  - Over-fatness
- In this game, each time you are tagged you gain a risk factor, In order to be “saved,” someone has to exercise with you. I will tell you the exercise to do.
- If you are tagged twice, you have two risk factors, and so on. Try not to have all the risk factors of heart disease!
- Taggers may not tag others while they are exercising to be saved.